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Abstract

Central Missouri State College was awarded the distinguished achievement award for its development and implementation of an education program for prospective teachers of the culturally different child. Recognition awards were also given to Dominican College of San Rafael for its creative effort to meet both the letter and spirit of new California legislation as well as to maintain quality programs in elementary teacher preparation; (2) Seton Hall University, New Jersey, for the introduction of a program for beginning teachers to assist them to aid transition of disadvantaged youth to high school; (3) Syracuse University, New York, for its interdisciplinary and experience-oriented approach to the preparation of teachers for urban areas; and (4) Western Michigan University for its pioneering effort to provide a facility where teacher education students could come to know and to respond to a host of conventional and new technological tools and materials designed to improve instruction. (The announcement booklet contains brief descriptions of the five award-winning programs and a listing with brief program descriptions of the 37 other institutions of higher education which submitted entries.) (JS)

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*Excellence
in Teacher
Education*



1966

distinguished achievement awards
of
the (american association of
colleges for teacher education)

1201 Sixteenth Street, N. W. • Washington, D. C. 20036

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*The American Association of Colleges
for Teacher Education*

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036

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Encouragement of Excellence

The encouragement of excellence in collegiate programs of teacher education has always been viewed as the central purpose of the American Association of College for Teacher Education. Much of the AACTE program has been devoted to encouraging improvements in teacher education programs to the benefit of member colleges and universities and their students. However, experience has clearly shown that the progress which has marked a significant segment of American teacher education has not been widely shared either within the profession itself or with the public at large.

The Distinguished Achievement Awards for Excellence in Teacher Education have been established for the purpose of identifying and honoring excellent collegiate programs of teacher education. In establishing these Awards, the Association has anticipated that member colleges and universities will be encouraged to describe effectively their successful programs and that these in turn will stimulate others to greater action. This booklet announces the 1966 Distinguished Achievement Awards recipients and lists the institutions of higher education which submitted entries, along with a brief description of each program. The American Association of Colleges for Teacher Education is proud of these examples of excellence in teacher education. It is hoped that the programs recognized in 1966 and those so honored in subsequent years will serve to encourage further improvement in colleges and universities and that these awards for distinguished achievement will reassure the American people regarding the quality of preparation being provided prospective teachers.

The reports of the Award recipients and the thirty-seven other entries provide concrete evidence of the vigor and vitality of the large segment of American higher education comprising the membership of this Association. The variety of teacher education programs represented is consistent with the AACTE's long-standing conviction that the strength of American teacher education is reinforced by its diversity of offerings.

The American Association of Colleges for Teacher Education is deeply indebted to each participating college and university, their faculties, staffs and students for making this annual Distinguished Achievement Awards Program possible.

EVAN R. COLLINS
President, AACTE

February 17, 1966

Judges



DR. PAUL ALLEN
PROFESSOR OF EDUCATION
UNIVERSITY OF ARIZONA, TUCSON, ARIZONA



DR. NATHANIEL H. EVERS
DIRECTOR, SCHOOL OF EDUCATION
UNIVERSITY OF DENVER, DENVER, COLORADO



DR. RUSSELL A. STRONG,
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DEAN, SCHOOL OF EDUCATION
AUBURN UNIVERSITY, AUBURN, ALABAMA



MR. EDWARD STANLEY
DIRECTOR OF PUBLIC AFFAIRS
NATIONAL BROADCASTING COMPANY
NEW YORK CITY



*The
Distinguished
Achievement
Award*

CENTRAL MISSOURI STATE COLLEGE

WARRENSBURG, MISSOURI

WARREN C. LOVINGER, *President*

THE INNER CITY TEACHER EDUCATION PROJECT

GRANT M. CLOTHIER, *Director*

THE DISTINGUISHED ACHIEVEMENT AWARD for Excellence in Teacher Education of the American Association of Colleges for Teacher Education for 1966 is presented to Central Missouri State College for its development and implementation of an education program for prospective teachers of the culturally different child.

Recognizing that by 1970 an estimated fifty percent of school-age children in large urban centers will be living in inner city areas, this program is designed to help teacher preparation students acquire a better understanding of the culturally different child and the environment in which he functions.

Cooperatively developed by an instructional team composed of faculty members from the fields of sociology, psychology, reading and education, the inner city program provides for two consecutive twelve-week blocks taken during the student's senior year. Block I correlates professional subject matter with orientation to the inner city. Activities on campus are seminars, discussions, lectures and work in the materials center. Off-campus activities include extensive visits to inner city homes, schools, and public and private agencies, and conferences with personnel from these institutions. Block II is full-time inner-city student teaching combined with on-the-job seminars under the supervision of the staff and involving professionals from the Kansas City Schools and public and private agencies of Kansas City.

The college and the Kansas City Public Schools bear the cost of the project jointly.

Evaluation is both immediate and long range. Immediate evaluation is a comparison of students who have completed the inner city program with students who have completed the regular teacher education program on: (1) knowledge of professional subject matter, (2) sociological dynamics of the inner city, (3) special teaching techniques and materials to use with culturally different children.

Long-range evaluation will be a comparison of the two groups on: (1) teacher tenure, (2) job satisfaction, (3) observer's ratings, (4) subject matter knowledge of pupils, (5) changes in rate of pupil absenteeism, (6) pupils' attitudes toward school, and (7) pupils' self concept.

For Distinguished Achievement



DOMINICAN COLLEGE OF SAN RAFAEL
SAN RAFAEL, CALIFORNIA
SISTER M. PATRICK, O.P., *President*

*in concurrence with Dorothy S. Blackmore,
Director of Student Teaching*

Recognition is given to Dominican College of San Rafael for its creative effort to meet both the letter and spirit of new California legislation as well as to maintain quality programs in elementary teacher preparation.

A new program of graduate teacher education has been devised which requires neither an increase of staff nor of budget. This curriculum revision has five distinctive features. Students are admitted to the credential program at the beginning of their professional study following the completion of their first course rather than toward the end when the candidate approaches student teaching. Full time classroom experience is provided to the student prior to any professional methodology. Methods courses are team taught in an integrated block of professionalized content. Foundation courses are studied concurrently with the principal assignment in student teaching to provide a real link between theory and practice. Individual differences are provided for through regular and internship channels. The design of the latter half of the program is different for the superior student and can result in a full time paid internship.



SETON HALL UNIVERSITY

SOUTH ORANGE, NEW JERSEY

MOST REVEREND JOHN J. DOUGHERTY, *President*

in concurrence with Albert W. Reiners,
Director, Pre-High Head Start

Recognition is given to Seton Hall University for the introduction of a program for beginning teachers to assist them to aid transition of disadvantaged youth to high school.

Pre-High Head Start includes total involvement of beginning teachers in a comprehensive program of innovative teaching; experiences to remove pre-conceived notions and stereotypes concerning the disadvantages that beginning teachers might possess; teacher-student relationships that would stimulate interest in and encourage confidence for high schools with children that were handicapped academically and culturally; and discovery of approaches and techniques that can be applied in special programs and in schools of the inner city.



SYRACUSE UNIVERSITY
SYRACUSE, NEW YORK

DAVID R. KRATHWOHL, *Dean, School of Education*

in concurrence with Ernest J. Milner,
Director, Urban Teacher Preparation Program

Recognition is given to Syracuse University for its inter-disciplinary and experience-oriented approach to the preparation of teachers for urban areas.

A unique assessment procedure, based on performance rather than on the standard verbal interviews, to determine the selection of interns; seminars devoted to problems of the urban poor and to teaching methods and philosophies that are most appropriate for the urban classroom; the use of micro-teaching to analyze teaching behavior; out of school involvement in the urban community; small group counseling and training in group dynamics; thorough instruction in the teaching of reading; preparation in dramatics for the classroom; and advanced work in sociology and psychology are all included in this program designed to produce teachers who have a greater knowledge, ability, and commitment for teaching the urban disadvantaged.



WESTERN MICHIGAN UNIVERSITY
KALAMAZOO, MICHIGAN

JAMES W. MILLER, *President*

in concurrence with Daniel Moore,
Director, Educational Resources Center

Recognition is given to Western Michigan University for its pioneering effort to provide a facility where teacher education students could come to know and to respond to a host of conventional and new technological tools and materials designed to improve instruction. An Educational Resources Center, which has been established through the cooperative effort of the University Library, the Audiovisual Center, and the School of Education, provides for instructional materials and equipment needs of students, faculty, and student teachers. Included within the Center complex are a large library reading area, a graphics classroom, soundproof viewing-listening room, a student-faculty conference area, materials and equipment area, library workshop, an instructional production area, equipment laboratory, and a photographic suite. Administered independently, support for the Center comes from the three sponsoring University units. Materials organization distribution is approached from the multi-media point of view, and each resource or combination of resources is valued in terms of the degree to which a contribution was made to the achievement of a learning goal.

Programs of Excellence

ARIZONA STATE COLLEGE
FLAGSTAFF, ARIZONA

J. LAWRENCE WALKUP, *President*

To develop competent and able school administrators and encourage them to work in relatively isolated school situations in the Southwest, a grant-in-aid internship for school administrators has been established. Interns serve as associate members of the college faculty teaching freshmen classes. They work closely with the public schools and engage in an academic program in the foundations, professional and technical areas.

CALVIN COLLEGE
GRAND RAPIDS, MICHIGAN

WILLIAM SPOELHOF, *President*

To encourage the improvement of secondary teacher preparation, a program has been introduced which involves professors of the disciplines in the teacher preparation program. The general methods course and the student teaching course are incorporated and staffed by an interdisciplinary team. General sessions are conducted by education faculty, special seminars by members of other academic departments.

CENTENARY COLLEGE OF LOUISIANA
SHREVEPORT, LOUISIANA

JACK S. WELKES, *President*

To generate enthusiasm for the creativity which is an essential part of good teaching, a Teachers Fair is sponsored by the college annually. Students in the teacher preparation program organize and display for the public, press, and profession their teaching resource materials.

CLARKE COLLEGE
DUBUQUE, IOWA

SISTER MARY BENEDICT, B.V.M., *President*

To help the Speech-Drama candidate grow into a competent and professional teacher, a special program has been developed. Characteristics of the program are flexibility, building on the strengths of the individual, close student-faculty relationships, relations with schools and the community, dramatic participation both *for* and *with* children, team supervision, student teacher advisement, and direct laboratory experience.

EASTERN WASHINGTON STATE COLLEGE
CHENEY, WASHINGTON

DON S. PATTERSON, *President*

To meet the need for a systematic evaluation of each candidate's potential as a teacher, the program of Admission to Professional Education has been established. While the program is administered in the Education Department, the total campus is involved through approval of the program, participation in admission interviews and the recommendation of candidates for the teacher preparation program.

ERSKINE COLLEGE
DUE WEST, SOUTH CAROLINA

J. M. LESESNE, *President*

To provide meaning to both teaching theory and practice prior to student teaching, a program of "studio" teaching has been developed within the professional sequence. In a small group setting, the student teaches mock lessons which are taped if the student desires. He is critiqued by his colleagues and playback is possible for purposes of self-analysis and further group evaluation.

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

THOMAS E. ROBINSON, *President*

To provide a realistic program of teacher preparation for urban disadvantaged areas, Project COPE—Camden Opportunity for Professional Experience—has been established. Students in the elementary teacher preparation program, working in teams of four under six instructors, operate between the public school classroom and the Camden Public Library which is central to the disadvantaged area. Assigned on a one-to-one basis to teachers in the schools, the students have freed these teachers for special teaching tasks and in-service studies.

GRAMBLING COLLEGE
GRAMBLING, LOUISIANA

R. W. E. JONES, *President*

To produce teachers professionally competent in their particular fields of specialization, a team approach has been employed. The team, made up of a coordinator from the Division of Teacher Education and representatives from each of eleven departments, functions in four phases of the program: screening for admission, academic advising, instruction in professional education, and supervision of student teaching.

HOFSTRA UNIVERSITY
HEMPSTEAD, NEW YORK

CLIFFORD L. LORD, *President*

To further the special training of teachers of the disadvantaged, a Title XI institute was held in the summer of 1965 and another will be conducted in the summer of 1966. Basic to these institutes is an increased concentration on anthropology, sociology, and psychology and a concerted effort to develop teacher personalities and value systems that are especially attuned to accepting, understanding, and empathizing with people from subcultures different from one's own. It is anticipated that these experiences will lead to a program of study for the Masters Degree in Teaching the Disadvantaged.

ILLINOIS STATE UNIVERSITY
NORMAL, ILLINOIS

ROBERT G. BONE, *President*

To meet the aspirations of excellence in teaching of superior students in teacher education, a Program for the Gifted has been established. This program provides an operational definition of excellence in teaching, laboratory experiences scaled to the needs of the superior student, research opportunity, and an opportunity for in-service training for public school teachers in this important area.

IMMACULATA COLLEGE
IMMACULATA, PENNSYLVANIA

SISTER MARY OF LOURDES, I.H.M., *President*

To realize fully the diversity of a teaching career, a program of teacher preparation has been developed which builds on the liberal arts tradition while providing experiences for students in urban public school education; suburban parochial schools; schools for the physically handicapped, the mentally retarded, and the emotionally disturbed; the private academy; and the suburban public schools.

INCARNATE WORD COLLEGE
SAN ANTONIO, TEXAS

S. T. GREENBURG, *President*

To serve the spiritual and educational needs of the mentally retarded children in the area, a teacher preparation program has been introduced which incorporates a two-year foundation in academic subjects, selective admission standards both to the college and to the teacher education program, comprehensive professional preparation for elementary school teaching, a variety of professional laboratory experiences prior to and during student teaching, opportunity to observe the specialized services such as individual testing and counseling services provided in the child evaluation center, and personal and group guidance and careful screening throughout the program.

IOWA STATE UNIVERSITY OF SCIENCE
AND TECHNOLOGY

AMES, IOWA

W. ROBERT PARKS, *President*

To better prepare elementary teachers, a special program in child development has been introduced. The program is characterized by a broad program of general education, academic specialization in one of the substantive areas of knowledge, an exposure in depth to both theory and practice in child development, and full-time student teaching experiences in contrasting grade level and socio-economic settings.

JERSEY CITY STATE COLLEGE

JERSEY CITY, NEW JERSEY

M. B. GILLIGAN, *President*

To develop for the student deeper meaning, purpose, and understanding of the act of teaching, a tri-dimensional program has been instituted. Offering a four course core, a unifying seminar and concurrent laboratory experiences, instruction, supervision and evaluation are conducted by a college-public school team.

LOCK HAVEN STATE COLLEGE

LOCK HAVEN, PENNSYLVANIA

RICHARD T. PARSONS, *President*

To assist in the improvement of the curricula of the area public schools, a Curriculum Center Program has been established. The center functions to encourage and coordinate curriculum development projects, to report curriculum study projects to the schools, and to assist regional programs supported by the state. It serves as a vehicle for communication and rapport among the schools of the area and other regions of the state.

MADONNA COLLEGE
LIVONIA, MICHIGAN

SISTER MARY DANATHA, C.S.S.F., *President*

To appraise the program of teacher education, an assessment of the performance of first year teachers has been initiated. Evaluation forms were completed by school principals eight or nine months after a beginning teacher had started teaching. Competence was evaluated in areas of curriculum, discipline, and interpersonal relations.

MARYWOOD COLLEGE
SCRANTON, PENNSYLVANIA

SISTER M. SAINT MARY, I.H.M., *President*

To meet the need for classroom observation by students, a mobile television-video recording facility has been developed. The focal point for each taped lesson is the interaction between teacher behavior and student response. The playback at the college provides a common ground for frank discussion and for the development of the proper techniques of observation and report. These efforts have achieved an extensive library of tapes which can be drawn upon to provide the integration of theory and practice.

MOREHEAD STATE COLLEGE
MOREHEAD, KENTUCKY

ADRON DORAN, *President*

To encourage students to gain the most from their teacher preparation, the "professional semester" program has been introduced. This experience provides a break in the internship program during which the student has the opportunity to correct deficiencies discovered during the first period student teaching and apply corrected procedures during the last phase of his preparation. This program permits the student to take a true laboratory approach to his student teaching by the integration of methods courses and psychology of learning into a practical setting.

NORTH CAROLINA STATE COLLEGE AT DURHAM
DURHAM, NORTH CAROLINA

SAMUEL P. MASSIE, *President*

To help teachers develop skills in working with culturally deprived children and their parents, a new program will be introduced. Areas receiving special emphasis will include development of perceptual, number and language skills by pupils; development of a greater sense of responsibility by parents for the education of their children; and the acquisition of greater control by teachers in their exercise of influence with pupils and their parents.

OREGON STATE UNIVERSITY
CORVALLIS, OREGON

JAMES H. JENSEN, *President*

To improve the preparation of science and mathematics teachers, a series of seminars has been introduced bringing together a representative group of outstanding high school teachers and supervisors, the state supervisor of science, the department chairmen of all major science and mathematics departments on campus, and the staff of the department of science education to exchange ideas on skills needed by teachers on the secondary level and how these skills might be developed to a higher level.

OTTERBEIN COLLEGE
WESTERVILLE, OHIO

LYNN W. TURNER, *President*

To capitalize on the strength of a liberal education for teacher preparation, a program based on liberal arts followed by a professional semester has been introduced. Teacher education students are carefully screened by an inter-departmental committee. The professional sequence serves as the capstone of the preparation program. Education faculty are freed for full time supervision of student teaching.

PLYMOUTH STATE COLLEGE

PLYMOUTH, NEW HAMPSHIRE

HAROLD E. HYDE, *President*

To foster a respect for academic excellence among students, a self-evaluation of the teacher education program has been conducted by the faculty concentrating on criteria for academic excellence, recommendations for the improvement of the academic climate, and awards. Reactions were sought from students, faculty, graduates and other colleges throughout the United States. Recommendations for change in the program have resulted.

PORTLAND STATE COLLEGE

PORTLAND, OREGON

BRANFORD P. MILLAR, *President*

To improve the supervision function within the program of teacher education, a new program of clinical supervision has been developed. This program attempts to improve induction practices for all teachers, to set up a program of supervision that focuses on the teaching act, and to develop the teaching center concept. Selected are the most interested and qualified master teachers, able to work effectively with both the college and the public school. Effort is made to define and expand the definition of clinical supervision through analysis, observation and evaluation, and to improve teaching in general and teacher education in particular.

SHIPPENSBURG STATE COLLEGE

SHIPPENSBURG, PENNSYLVANIA

RALPH E. HEIGES, *President*

To provide an opportunity for students in the teacher preparation program to study the latest and most diversified curriculum materials, a Curriculum Laboratory has been established. It is a collection of textbooks and courses of study for all grades from all fifty states. It also provides the college Curriculum Committee with current evidences of curriculum change and improvement.

SOUTHERN CONNECTICUT STATE COLLEGE

NEW HAVEN, CONNECTICUT

HILTON C. BULEY, *President*

To meet the challenge of a complex and changing urban society, two programs, one at the undergraduate level and one at the graduate level, have been instituted to prepare teachers for the disadvantaged. The curriculum is interdisciplinary with concern given to sociology, psychology, anthropology, political science and economics. The use of multi-media instruction and the "team instruction" approach indicate total college involvement in the program.

STATE UNIVERSITY COLLEGE AT GENESEO

GENESEO, NEW YORK

ROBERT W. MACVITTIE, *President*

To stimulate intelligent change in the program of teacher preparation, a series of in-service seminars for professional education faculty are being conducted this year. Based on the TEAM report, *A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education*, leading educational theoreticians and researchers are brought in to work with faculty for a three-day period. The intended purpose is to stimulate new thinking toward improvement in teacher education.

STATE UNIVERSITY COLLEGE AT ONEONTA

ONEONTA, NEW YORK

ROYAL F. NETZER, *President*

To meet the increasing demands for good teacher education, an expanded program of student teaching has been offered. This involves the cooperative selection of teaching center supervisors, expanded in-service program for public school supervisors, full-time supervision by college faculty, and evaluation sessions with student teachers which lead to special post-student teaching seminars.

STATE UNIVERSITY COLLEGE AT OSWEGO
OSWEGO, NEW YORK

JAMES E. PERDUE, *President*

To improve the quality of experiences for student teachers and pre-tenure teachers, a program calling for team supervision has been developed. The team uses the clinical analysis process as a means of developing the analytical, evaluative and supervisory competencies of the various members. Clinical analysis focuses on the behavior of the students. Effort is made to record factual evidences of behaviors leading to change. Data from multiple observers are pooled, ordered, categorized, and subsequently analyzed. The touchstone of this analysis is the stated intent or objectives held by the teacher.

STATE UNIVERSITY COLLEGE AT PLATTSBURGH
PLATTSBURGH, NEW YORK

GEORGE W. ANGELL, *President*

To improve upon the traditional fixed structure of teacher education, a three-year flexible independent study approach in teacher education has been introduced. Students engage in research, write, and study the various aspects of instructional methods of teaching. Class sessions take the form of seminars and the program concludes with a full semester of off-campus student teaching.

TEXAS WESLEYAN COLLEGE
FORT WORTH, TEXAS

LAW SONE, *President*

To help students determine whether teaching is a sound vocational choice for them, a screening program called the Admissions Laboratory has been developed. A non-credit activity, the Admissions Laboratory has as its objectives to screen applicants to the teacher education program, to raise the prestige of teacher education on the campus, to orient students to teaching as a profession, and to recruit capable people in the program.

TOWSON STATE COLLEGE

BALTIMORE, MARYLAND

EARLE T. H. HAWKINS, *President*

To maintain the initial interest in and excitement for teaching and to know teaching as it really is, an experience-oriented teacher education program has been offered. Opportunities for experience are woven into the entire professional sequence. Observation, participation and methods work is pursued while in public school classrooms. Instruction is interdisciplinary. Students engage in self-analysis and are continually exposed to life in inner-city school communities.

UNIVERSITY OF ARIZONA

TUCSON, ARIZONA

F. ROBERT PAULSEN, *Dean, College of Education*

To meet the demand for leadership in the field of Special Education, a program of teacher preparation in the areas of mentally retarded, behavioral disordered, gifted, deaf and hard of hearing, crippled, and visually handicapped has been instituted. The program calls for combining university and state wide resources for research and curriculum development, broadening of opportunities for observation and student teaching in Special Education, exposure of regular teacher preparation students to the area of special concern, and development of a Regional Special Education Center to provide demonstration facilities research leadership and to fill state and regional needs for competent special education teachers and administrators.

UNIVERSITY OF MARYLAND

COLLEGE PARK, MARYLAND

WILSON H. ELKINS, *President*

To implement a new approach to Industrial Arts Teaching, a cooperative workshop has been conducted involving the Industrial Education Department of the University and the Industrial Education Division of a local school system. This inservice education effort approached the problem with intent to develop an Industrial Arts Program for the junior high school, to develop methodology appropriate to the content of each grade level, and to provide the teacher with actual instructional experiences using the new methods in the new program.

UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES, CALIFORNIA

IRVING R. MELBO, *Dean, School of Education*

To prepare "specialist" teachers, an extensive post-baccalaureate program has been developed. Basic to the program are careful screening, nation-wide recruitment, extended and intensive parallel professional and academic study, technological implementation in both learning and teaching processes, and continuous, guided, sequential, experiential reinforcement through teacher assistantships, student teaching and internships.

UNIVERSITY OF WYOMING
LARAMIE, WYOMING

JOHN T. FRY, *President*

To meet the need for off-campus supervision, a program of field coordination has been instituted. Eleven field coordinators meet weekly with student teachers and cooperating school personnel, report to campus educational supervisors, conduct on site seminars, and are responsible for student teacher evaluation.

WESTERN ILLINOIS UNIVERSITY
MACOMB, ILLINOIS

A. L. KNOBLANCH, *President*

To meet the unique requirements of the junior high school teacher, a new program has been instituted. In addition to a balance between general education and professional education, the program includes a special course in the junior high school and offers depth study in a particular area.

WISCONSIN STATE UNIVERSITY
WHITEWATER, WISCONSIN

WALKER D. WYMAN, *President*

To facilitate the completion of certification requirements on the part of non-certified teachers who have acquired several years of successful teaching experience, a pilot project involving on-the-job educational activities has been inaugurated. The opportunities to complete directed teaching under the supervision of a university faculty member is provided. Observations and individual conferences are supplemented by seminars, independent study, interest-group meetings and analyses of video-recordings.